

GUIDELINES FOR REVIEWING A CORE READING PROGRAM RUBRIC

Literacy By Design Kindergarten

Final Review

Directions for use:

- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. (*Note the placement of the “x” within the grade level columns.*)
- Each indicator must receive a score using the following criteria:
 - 2 – Exceeds expectations
 - 1 – Meets expectations
 - 0 – Does not meet expectations(*For any indicator receiving a 0, comments must be provided justifying the score.*)
- Record the total score for each area in the final row for the section.



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INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is there empirical research on this program's efficacy?	X	X	X	X	X	X	X	2	It's concerning that the very large majority of students are Caucasian and are not on free/reduced lunch. The population seems very undiverse and does not seem to match the populations of all schools (especially the Title I population). Appendix F on page 47 of the Magnolia packet details the population in the study.
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?	X	X	X	X	X	X	X	2	
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	2	
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	2	
5. Is there a scope and sequence?	X	X	X	X	X	X	X	1	There is no scope and sequence for the K program itself- only for the program in its entirety.
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	1	
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	1	
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	2	Concern: The low levels were not low enough and the high levels were not high enough. (The actual leveled readers were not part of the kit so they were unable to be reviewed.)
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	2	The centers activities are intertwined with whole group.
10. Is there a clear and logical organization to the lessons in:									
The order and procedures of each day's lesson?	X	X	X	X	X	X	X	1	
The inclusion of all necessary materials?	X	X	X	X	X	X	X	1	
The consistency of each day's lesson format?	X	X	X	X	X	X	X	2	

Addressing the components of reading every day?	X	X	X	X	X	X	X	2	
11. Is instruction consistently explicit? Is it concise, specific, and related to the objective?	X	X	X	X	X	X	X	2	It's explicit and follows the gradual release model.
12. Are teacher directives highly details to ensure accurate implementation?	X	X	X	X	X	X	X	1	
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	2	The approach to teaching both reading and writing is one that requires a lot of interaction between teacher and students and students and students.
14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading?	X	X	X	X	X	X	X	2	The order that letters are introduced is systematic.
15. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	2	
Guided practice with feedback?	X	X	X	X	X	X	X	1	This is evident in the small group instruction stage.
Student practice and application?	X	X	X	X	X	X	X	2	
Cumulative review?	X	X	X	X	X	X	X	1	
16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	X	X	X	X	X	X	X	2	
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	1	Strong materials are provided but there doesn't seem to be clear guidance on when the assessments should be done.
18. Does instruction make a clear connection <i>among</i> all five components?	X	X	X	X	X	X	X	1	
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	2	Yes, through the gradual release model.
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	2	Yes, through the gradual release model.
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	1	
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	2	Yes, demonstrated in the leveled, small group reading groups.
23. Is instruction differentiated based on	X	X	X	X	X	X	X	2	For the small groups, it's based on READS.

assessment?									
24. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	1	
25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	2	Yes, demonstrated in the leveled, small group reading groups.
26. Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	1	There's not as much guidance in terms of how to form the groups based on assessment.
27. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	1	The level reading books only go up to a Level C and many kindergarten students are above that level.
28. Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	1	There are components that can be used for EL students, but it seems like an afterthought.
29. Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?	X	X	X	X	X	X	X	1	It appears to specify that it is appropriate for any student.
30. Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?	X	X	X	X	X	X	X	1	
31. Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	X	X	X	X	X	X	X	1	
TOTAL								56	

PHONOLOGICAL/ PHONEMIC AWARENESS (PA)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is phonological/phonemic awareness instruction explicit ?	X	X						1	
2. Is phonological/phonemic awareness instruction systematic ?	X	X						1	
3. Does phonological/phonemic awareness instruction include coordinated instructional sequences and routines ?	X	X						1	
4. Is phonological/phonemic awareness instruction scaffolded ?	X	X						1	
5. Does phonological/phonemic awareness	X	X						1	

instruction include cumulative review ?										
6. Are assessments included to measure and monitor progress in phonological/phonemic awareness?	X	X							1	
7. Is PA only a small portion of the daily lesson?	X	X							1	
8. Does each day's lesson focus on only one or two PA skills (as opposed to several)?	X	X							1	
9. Are there instructions for PA activities to alert the teacher to student readiness?	X	X							1	The PA activities are included, but do not explicitly state when students are ready for different skills.
10. Does the program contain instructional activities that are designed to stimulate the growth of phonemic awareness?	X	X							1	
11. Does PA start with larger units (words and syllables) and progress to smaller units (phonemes)?	X	X							1	It does, but progresses really quickly.
12. Does PA start with rhyming and progress to phoneme isolation, blending, segmenting, and phoneme manipulation?	X	X							1	
13. Do students count the number of words in spoken sentences?	X								1	Only briefly.
14. Are there rhyming activities (recognition and production)?	X								1	
15. Are there alliteration activities?	X								1	
16. Are there activities that involve counting the number of syllables in a word?	X								1	
17. Are there activities that involve blending and segmenting syllables in a word?	X								1	
18. Are there activities for students to blend onsets and rimes?	X								1	Most of them seem to be individual phonemes.
PHONEMIC AWARENESS										
19. Do activities follow the continuum of word types (beginning with short words that contain two or three phonemes)?	X	X							1	
20. Does instruction include physical representations (e.g., clapping, Elkonin boxes with markers, counters, tiles, fingers, and auditory cues) to help students make the connection between sounds and print (the alphabetic principle)?	X	X							1	

21. When PA activities are at the phoneme level, do students' activities target the first sound in words and then move to the last sound in words and finally focus on the middle sound in words?	X	X						1	They target the first sound and then seem to go straight to segmentation without ever focusing on medial and final sounds.
22. Are there blending activities at the phoneme level?	X	X						1	Blending seems to be the focus of the phonemic awareness program.
23. Are there segmenting activities at the phoneme level?	X	X						2	This seems to be the focus of the phonemic awareness program.
24. Does instruction include phoneme manipulation in words (i.e., deletion, addition, and substitution)?		X						1	Would have liked to see more activities centered around these concepts.
25. Once students demonstrate early phonemic awareness, is PA instruction linked to phonics instruction?	X	X						2	It's linked to phonics instruction almost immediately (which is a fault that it's so early).
26. Does the program specify when oral language PA activities should be phased out?	X	X						1	
27. Are the words used in PA activities found in subsequent word lists and text readings?	X	X						1	
28. Does the program include a pronunciation guide for the various features of sound production (e.g., stop sounds and continuous sounds)?	X	X						0	It includes pronunciations as far as hard and soft c, but not for stop sounds and continuous sounds. <i>Publisher's Comment:</i> While Literacy by Design does not include a separate component which houses a pronunciation guide, both the Comprehensive Teacher's Guide and the Small Group Reading Teacher's Guide are representative of the research of Michael Opitz in the field of phonics and fluency. Further reinforcing appropriate phoneme instruction are the contributions of Drs. Yvonne and David Freeman. Together, the authors have provided invaluable insight concerning embedded instructional routines that soon become second-nature to the teacher and inspires mastery of phonological principles.
29. Do computer-based programs pronounce sounds distinctly, correctly, and without distortion?	X	X						1	.
TOTAL								30	

PHONICS (P)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is phonics instruction explicit ?	X	X	X	X	X	X	X	2	
2. Is phonics instruction systematic ?	X	X	X	X	X	X	X	2	
3. Does phonics instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	2	
4. Is phonics instruction scaffolded ?	X	X	X	X	X	X	X	2	
5. Does phonics instruction include cumulative review ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	1	
7. Does the program teach both consonants and vowels?	X	X						1	
8. Are short vowels taught before long vowels?	X	X						1	
9. Are individual letter-sounds taught first, followed by digraphs, blends, and word families?	X	X	X					2	
10. Are high utility letter-sounds (e.g., /a/, /m/, /s/, /t/, /r/ found in short, one syllable CVC or CCVC words) introduced before low utility letter-sounds (e.g., /x/, /y/, /z/)?	X	X						2	Impressive sequence for introducing the letters and sounds.
11. Are letter-sound correspondences taught to mastery and reviewed cumulatively?	X	X						1	
12. Are students taught an explicit strategy to decode words by their individual sounds?	X	X	X					1	
13. Do students practice decoding words that contain only those letter-sounds that have been previously taught?	X	X	X					1	
14. Once students have mastered a few letter-sounds, do they immediately apply them to reading word lists and short decodable texts?	X	X						2	
15. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	1	Immediately.
16. Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	2	
17. Does instruction progress from simple to more complex concepts (e.g., CVC	X	X	X	X	X	X	X	1	

words before CCCVCC words and single syllable words before multisyllabic words)?									
18. Does instruction follow the continuum of word types (beginning with CV and CVC words), incorporating continuous and stop sounds and blends in an appropriate sequence?	X	X						1	
19. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	1	
20. Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	X	X	X	X	X	X	X	1	
21. Are there ample decodable texts (familiar and unfamiliar) for students to practice applying their skills with phonic elements?	X	X	X	X				2	
22. Are decodable texts read before trade books (for students to master new skills)?	X	X	X	X				2	
23. Does the program clarify that high frequency words can be both regular and irregular?	X	X	X	X				1	
24. Are irregular words that are visually or phonemically confusing (e.g., saw/was, where/were, of/off) separated?	X	X						1	
25. Does the program include explicit instruction in irregular words and decoding strategies for the decodable parts of words (clarifying that the letters represent their most common sounds as well as the irregularities of certain letters)?	X	X	X	X				1	
26. Are the numbers of high frequency, irregular words introduced in one lesson kept to a minimum?	X	X	X	X				2	
27. Are irregular words pre-taught before students read connected texts?	X	X	X	X				2	Impressive how early high frequency words are taught in Kindergarten.
28. Are difficult, high frequency words reviewed often and cumulatively?	X	X	X	X				1	It doesn't seem to be very explicit in the teacher's guide.
TOTAL								40	

FLUENCY (F)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is fluency instruction explicit ?	X	X	X	X	X	X	X	1	
2. Is fluency instruction systematic ?	X	X	X	X	X	X	X	1	
3. Does fluency instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	1	
4. Is fluency instruction scaffolded ?	X	X	X	X	X	X	X	1	
5. Does fluency instruction include cumulative review ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	1	
7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	1	It seems that it does but with it being the Kindergarten level, it's very hard to identify.
8. Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	1	This could be done a lot more thoroughly through whole class instruction.
9. Are letter-sounds taught and practiced frequently to promote automaticity?	X	X						1	
10. Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	X	X	X	X	X	X	X	1	
11. Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	1	Again, would have liked to have seen more in the whole class lessons.
12. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	1	
13. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	1	
14. Is an explicit strategy taught as students transition from reading words in lists to reading connected text?	X	X						1	
15. After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning?	X	X	X	X	X	X	X	0	Not explicitly stated anywhere. <i>Publisher's Comment:</i> Literacy by Design supports the many steps necessary to create fluent readers through direct, explicit instruction. Both through whole and small-group instruction the teacher is able to access instruction which is supportive of effective modeling. The Comprehensive Teacher's Guide showcases skill development by calling upon teacher's to model for and practice with students in an interactive fashion. The Small Group

									Reading Teacher's Guide places readers in appropriate text that allows them to take skills modeled in the shared setting and apply them in level-appropriate selections, thus reinforcing prior-taught skills. The miscue analysis, found within the Appendix of the Small Group Reading Teacher's Guide clearly instructs teachers on how to administer a running record, and explicitly addresses self-corrections. The "Use Fix-Up Strategies" lessons direct students to use a variety of resources from decoding, using picture clues, etc. to enhance the fluency experience. While the small group instruction supports students rereading the text through the Rereading Procedures. In all facets of the lesson students are directly taught strategies that will enable them to be successful readers who self-correct and reread for comprehension and fluency practice.
TOTAL								14	Both narrative and expository texts are provided for students to read aloud in small group instruction and also during shared reading in whole group instruction (it varies the type depending on the unit and theme).

VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is vocabulary instruction explicit ?	X	X	X	X	X	X	X	1	
2. Is vocabulary instruction systematic ?	X	X	X	X	X	X	X	1	
3. Does vocabulary instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	1	
4. Is vocabulary instruction scaffolded ?	X	X	X	X	X	X	X	1	
5. Does vocabulary instruction include cumulative review ?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in vocabulary ?	X	X	X	X	X	X	X	1	
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	1	
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	1	Noted throughout the program when specifying academic language as well as eliciting background knowledge.

9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	1	
10. Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary?	X	X	X	X	X	X	X	1	
11. Does the program include a variety of texts that allow students ample opportunities to engage in wide reading at their independent levels?		X	X	X	X	X	X		
12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	1	
13. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	1	There is a distinct focus on vocab in small group instruction that specifies limited number of words and also words for EL students that might be unfamiliar.
14. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	1	
15. Does the instructional routine for vocabulary include:									
Introducing the word?	X	X	X	X	X	X	X	1	
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	1	
Clarifying the word with examples?	X	X	X	X	X	X	X	1	
Checking students' understanding?	X	X	X	X	X	X	X	1	
16. Are ample opportunities provided to engage in oral vocabulary activities that:									
Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	1	
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	1	
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	1	This is explicit in each whole group lesson.
17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	1	
18. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification?	X	X	X	X	X	X	X	1	

19. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	1	
20. Are various aspects of word study included (either under vocabulary or word recognition) such as:									
Concepts of word meaning?	X	X	X	X	X	X	X	1	
Multiple meanings?	X	X	X	X	X	X	X	1	
Synonyms?	X	X	X	X	X	X	X	0	This is not introduced until Grade 2. <i>Publisher's Comments:</i> The authorship of Literacy by Design crafted a comprehensive scope and sequence to best suit the needs of students in a developmentally appropriate and engaging way. Certain skills, when more complex in nature, are introduced in a variety of informal mini-lessons and through implicit instruction. Literacy by Design addresses word study elements both in a direct and indirect fashion, gradually releasing ownership of the skill to the student.
Antonyms?	X	X	X	X	X	X	X	0	This is not introduced until Grade 2. <i>Publisher's Comments:</i> The authorship of Literacy by Design crafted a comprehensive scope and sequence to best suit the needs of students in a developmentally appropriate and engaging way. Certain skills, when more complex in nature, are introduced in a variety of informal mini-lessons and through implicit instruction. Literacy by Design addresses word study elements both in a direct and indirect fashion, gradually releasing ownership of the skill to the student.
21. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum?	X	X	X	X	X	X	X	1	
22. Is computer technology used to help teach vocabulary?	X	X	X	X	X	X	X	1	
TOTAL									27

COMPRHENSION (C)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is comprehension instruction explicit?	X	X	X	X	X	X	X	2	We feel this program focuses heavily on comprehension in both small group and whole group instruction.
2. Is comprehension instruction systematic?	X	X	X	X	X	X	X	2	
3. Does comprehension instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	1	
4. Is comprehension instruction scaffolded?	X	X	X	X	X	X	X	2	Evidently especially in small group instruction, although it does begin in while group.
5. Does comprehension instruction include cumulative review?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in comprehension?	X	X	X	X	X	X	X	1	
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	1	
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	1	
9. Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)?	X	X	X	X	X	X	X	2	Often done throughout small group instruction.
10. Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	1	
11. Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	2	This is the core of the program.
12. Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	1	
13. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	1	
14. Does the program provide prompts for the teacher to guide the students through texts using think-alouds?	X	X	X	X	X	X	X	2	
15. Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students'?	X	X	X	X	X	X	X	1	

comprehension?									
16. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	1	
17. Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	1	
18. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	1	
19. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)?	X	X	X	X	X	X	X	2	There are many organizers and strategies. Much more than we expected for a K level.
20. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?	X	X	X	X	X	X	X	1	
21. Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	X	X	X	X	X	X	X	1	
22. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	1	
23. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	1	
24. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?	X	X	X	X	X	X	X	1	
25. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	1	
26. After instruction, is there systematic review of:									
Literal comprehension?	X	X	X	X	X	X	X	1	
Retelling?	X	X	X	X	X	X	X	1	
Main idea?	X	X	X	X	X	X	X	1	
Summarization?	X	X	X	X	X	X	X	1	
TOTAL									36

STANDARDS ALIGNMENT	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	1	
TOTAL								1	

MOTIVATION AND ENGAGEMENT (M&E)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
Does the program direct the teacher in ways to increase student motivation such as:									
1. Making reading relevant to students' lives?	X	X	X	X	X	X	X	1	
2. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	1	
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	2	
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	2	This is included in the teaching strategies recommended to teachers to use during independent reading time.
TOTAL								6	

ASSESSMENT (A)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	2	
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	1	More detailed information is needed on how to take the assessment and then make groups.
3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	X	X	X	X	X	X	X	1	
TOTAL								4	

PROFESSIONAL DEVELOPMENT (PD)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	1	
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	1	
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	1	
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, coaches, and principals)?	X	X	X	X	X	X	X	1	
5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons to facilitate application of content)?	X	X	X	X	X	X	X	1	
TOTAL								5	<i>Publisher's Comment:</i> More customized professional development options are available in their PD brochure at a charge.